

Peralta Community College District



**Annual Program Update Template**

Final Version: May 20, 2016

## Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

*Throughout this document, the term “program” is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.*

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

## I. Program Information

**Program Name:** General Counseling

**Date:** 9-30-2016

**Program Type:**            **Instructional**                      **Student Services**                      **Administrative Unit**

(Circle the answer)

### **College or District Mission Statement:**

“The Mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.”

### **Program Mission:**

The mission of College of Alameda's Counseling Department is to provide comprehensive services and programs that empower students to identify and achieve educational, career, and personal goals. Additionally, the Counseling Department strives to assist students in meeting life's many opportunities and challenges.



	<p>1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.</p>		
<p>Curriculum (if applicable) The goal is update the Counseling Department SLO assessment tool (Survey) for the next assessment cycle</p>	<p>1. PCCD Strategic Goals (list the specific goal here <b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>2. College Goals: (list the specific goal here Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.</p>	<p>Completed: _____ _____5/2016_____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
<p>Instruction (if applicable) Counselors have been proactive in updating the liberal arts major to utilize the local A.A. G.E./IGETC. This is pending the</p>	<p>1. PCCD Strategic Goals (list the specific goal here <b>A.2 Student Success:</b> Increase students' participation in SSSP eligible activities by 50%, with specific emphasis</p>	<p>Completed: _____ _____6/2016_____ (date)</p> <p>Revised: _____ (date)</p>	

<p>curriculum committee approval and CIPD</p>	<p>on expanding orientations, assessments, academic advising and student educational plans.</p> <p>2. College Goals: (list the specific goal here Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.</p>	<p>Ongoing: _____ (date)</p>	
<p>Student Success and Student Equity</p> <p>- Calling students reinstated academic probation and dismissal students to make a follow-up appointment with a counselor to check in on progress</p>	<p>1. PCCD Strategic Goals (list the specific goal here <b>A.2 Student Success:</b> Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>2. College Goals: (list the specific goal here Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____09/2016_____ (date)</p>	

<p>Professional Development, Institutional and Professional Engagement, and Partnerships</p> <p>Attend workshops, webinars, conferences, and departmental retreats</p>	<p>1. PCCD Strategic Goals (list the specific goal here <b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>2. College Goals: (list the specific goal here Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p>	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____ ). _____.</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p>	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____ ).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____</p>	



		(date)	
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### III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

**A. Student Demographics** (age, gender, ethnicity, special populations). **Comments about changes:**

The Counseling Department services all students. Any changes in demographics that the college experiences is directly reflected within the Counseling Department. According to the College of Alameda’s Educational Mater Plan: the College of Alameda service area, the majority of the population (36.8%) identify themselves as “White Alone”. The next largest population segments are Asian Alone (27.8%), Hispanic (20.2%) and Black Alone (17.6%). There has not been a significant change in student demographics over the past academic year.

**B. Enrollment** (sections, course enrollment, productivity, # of student contacts, etc.). **Comments about changes:**

The past academic year, there has been an increase in the demand for more online course offerings. Adding additional online classes has helped in an increase in enrollment of counseling courses. However, there has also been a need for face-to-face counseling courses for student that prefer face-to-face. Though these courses are often times canceled or low enrolled, we have offered counseling courses at varies times to attempt to increase enrollment in the face-to-face classes.

**C. Student Success** (retention and completion rates, # of student contacts, etc.). **Comments about changes:**

In order to increase student success, the counseling department has done the following:



Orientation	<ul style="list-style-type: none"> <li>- Currently we have moved to all mandatory online orientation which has to be completed before students take their English/Math assessment</li> <li>- We offer ESL Orientation for our ESL students but we also currently also offer the online orientation in Spanish and Chinese</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>- High School Multiple Measures Improved Placement Initiative – using high school transcripts to place students into appropriate courses</li> <li>- Provide on-site assessment at local high schools through our Mobile COA program</li> </ul>
Counseling	<ul style="list-style-type: none"> <li>- Welcome week - Having counseling appointment slips for students to reserve counseling appointments and following up with the students to book appointments (over 100 slips collected)</li> <li>- Provide counseling services at high schools (Mobile CoA). This is a collaborative activity with Outreach and Recruitment.</li> <li>- Student Success Classroom Presentations- in-class presentations/workshops about campus resources/workshops available to students and also stressing the importance of making an appointment with a counselor</li> <li>- Calling students who were reinstated from academic probation and/or dismissal students to make a follow-up appointment with a counselor to check in on progress</li> <li>- Developed a series of student success workshops for the spring 16 semester hosted by the counseling department</li> <li>- More signage around the campus to make an appointment with a counselor to develop COMP SEPs</li> </ul>
Follow-up Services	<ul style="list-style-type: none"> <li>- Provide workshops during welcome week: how to: access their student online portal on Passport &amp; Moodle, forward their Peralta mail to preferred email, learn about campus resources at COA</li> </ul>



	<ul style="list-style-type: none"><li>- Calling students reinstated academic probation and dismissal students to make a follow-up appointment with a counselor to check in on progress</li><li>- Targeted outreach to ESL &amp; basic skills English and math courses and provided 15 minute in-class presentations about campus resources and upcoming workshops</li><li>- Developed a series of student success workshops for the spring semester hosted by the counseling department</li><li>- We have started the Financial aid online workshops – Get SAP</li><li>- Early Alert – hired a new Early Alert Counselor</li></ul>
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In addition, what we have planned:

Orientation	<ul style="list-style-type: none"><li>- We will be hosting 3 in-person orientations for Spring 2017 for students who need a more hands-on/in-person touch</li><li>- We will also have more languages available for online orientation</li></ul>
Assessment	<ul style="list-style-type: none"><li>- Common Assessment Initiative</li></ul>
Counseling	<ul style="list-style-type: none"><li>- eSARS – having an online appointment booking system for our students to make it easier and more accessible</li><li>- looking into possibly offering online counseling services</li></ul>

	<ul style="list-style-type: none"> <li>- student ambassadors will start calling students who didn't show up to their counseling appointments to reschedule if they still need a counseling appointment</li> </ul>
Follow-up Services	<ul style="list-style-type: none"> <li>- In addition to calling students reinstated academic probation and dismissal students to make a follow-up appointment with a counselor to check in on progress, we will also be adding students who submitted financial aid appeals and students who submitted petitions for BOG fee waiver loss</li> <li>- Early Alert – revamping early alert program at CoA</li> </ul>

**D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:**

The data does not show a big significant difference between the face –to- face and distance education counseling courses. Counseling 221 is only offered online, and Counseling 57 the completion rate is roughly the same by semester. The data shows that counseling 24 has a hire completion rate in face-to-face when compared to distance education. Based on the data, the counseling chairs, the dean, along with the VPSS will discuss the best way to offer counseling 24 (face-to-face vs. DE).

**E. Other program specific data or unplanned events that reflect significant change in the program.**

Recently, a fulltime Early Alert Counselor was hired to support specific needs of students regarding persistence and retention. The Early Alert Program is designed to assist students who may be experiencing academic or personal difficulties and provide strategies and campus resources to help them succeed at College of Alameda. A key component of the Early Alert Program is to exhibit a team effort between faculty (counseling and instructional), administrators, and support staff at the college to provide early intervention to students who may exhibit behaviors that may cause them to fail their courses. The program also has counselors who follow-up with the Early Alert students and faculty via emails, letters, and phone calls along with providing class presentations and workshops.

The goals of the Early Alert Program are:

- Reach and assist "at-risk" students early on in the semester
- Help students succeed in their classes by providing strategies and campus resources so they can successfully pass their classes
- Increase student success (GPA, retention rates, and graduation rates)

#### IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?
- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

The Counseling Department participates in SSSP by moving to all mandatory online orientation; offering ESL orientation, developing abbreviated student educational plans and comprehensive educational plans. To address equity, the department does outreach to students that are on financial aid appeal status, probation and/or academic dismissal. The outreach efforts are done to encourage students and offer them support services to assist with their academic success. A Large portion of the Counseling Department services are a part of SSP, in turn the department receives a portion of SSSP funding.

## V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

Counselors have been proactive in updating the liberal arts major to utilize the local A.A. G.E/IGETC. This is pending the curriculum committee approval and CIPD

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

The goal is update the Counseling Department SLO assessment tool (Survey) for the next assessment cycle. In addition, the goal is to update the Counseling Department SLO's so they are more measurable for data gathering and reporting

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

The Counseling Department is on a 3 year program assessment cycle. In the previous academic year we assessed PLO 1 which states: Students will be able to articulate an understanding of their personal responsibility in creating their own academic, personal, and professional successes

This current academic year, the Counseling Department will assess our second PLO during the spring semester (2016/2017). In addition to assessing the Counseling departments PLO's, the counseling courses will be assessed. Counseling courses has three SLO's that are also on a three-year-cycle. We will assess the second set of SLO's for all counseling courses during the 2016/2017 academic year.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

To improve course completion and retention rates, counselors has recently assembled a counseling discipline curriculum committee. In this committee we address the following:

- SLO's
- Keep course outlines up to date
- Develop new counseling curriculum
- Revise existing curriculum
- Recommended counseling course schedule
- Program utilization of counseling courses

Unfortunately, the committee experienced scheduling conflict challenges and was unable to sustain meeting dates and times. Moving forward, the dialogue will take place at least once a month during the Counseling department meetings.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

During the department meeting, a few of the ongoing improvement projects that the Counseling Department are working on are:

- Reach and assist "at-risk" students early on in the semester
- Help students succeed in their classes by providing strategies and campus resources so they can successfully pass their classes
- Increase student success (GPA, retention rates, and graduation rates)
- Increase completion of SEPs and appropriate educational decisions

## **VI. Additional Questions**

## **A. For CTE:**

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.
- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

## **B. For Counseling:**

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?

There are many factors that have been found to influence retention and to be strongly associated with student persistence. Counselors attempt to develop initial student commitments, peer support, involvement in the institution's academic life, and frequency and quality of faculty-student interaction.

Also, in order to improve course completion and retention rates, counselors has recently assembled a counseling discipline curriculum committee. In this committee we address the following:

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- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

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**C. For Student Services and/or Administrative Units:**


- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

During the 2015/2016 academic year the Counseling department administered a student survey. This was done by students completing a survey and evaluation after a counseling drop-in and appointment. The criteria for successful performance was: Students affirm learning outcomes identified on survey. By more than 80 percent of students will indicate their level of understanding by selecting minimal, moderate, or proficient on the distributed survey. Questions in this survey measured this outcome.

The summary of findings showed that more than 80% of students surveyed indicated that their level of understanding academic planning was proficient after a counseling session. The results proved that the acceptable target of achievement was met.

The recommendations / next step are to evaluate the Counseling department during the Spring 2017 semester. Also, we will create an electronic survey to better reach students.

- Briefly describe any changes that have impacted the work of your unit.



Hiring several new fulltime counselors, has caused an issue with office space and scheduling within the Counseling Department. Though there is a need for counselors the department does not have enough space to fit the amount of counselors needed.

## VII. New Resource Needs Not Covered by Current Budget

**Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
	<ul style="list-style-type: none"> <li>• Vet counselor</li> <li>• Fulltime</li> <li>• Athlete Counselor</li> <li>• Staff assistant</li> </ul>	.				

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

<b>Technology and Equipment Request(s)</b>	<b>Already Requested in Recent Program Review?</b>	<b>Program Goal (cut and paste from program review)</b>	<b>Connected to Assessment Results and Plans?</b>	<b>Contribution to Student Success</b>	<b>Alignment with College Goal (list the goal)</b>	<b>Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)</b>
	Upgrade computers and/or programs once every 2-3 years to keep up with technology to efficiently serve students					

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

<b>Facilities Resource Request(s)</b>	<b>Already Requested in Recent Program Review?</b>	<b>Program Goal (from program review)</b>	<b>Connected to Assessment Results and Plans?</b>	<b>Contribution to Student Success</b>	<b>Alignment with College Goal (list the goal)</b>	<b>Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)</b>
	More offices for counseling faculty members.					

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

<b>Professional Development or Other Request(s)</b>	<b>Already Requested in Recent Program Review?</b>	<b>Program Goal (from program review)</b>	<b>Connected to Assessment Results and Plans?</b>	<b>Contribution to Student Success</b>	<b>Alignment with College Goal (list the goal)</b>	<b>Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)</b>
	Retreats, Leadership trainings, conferences					

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016



## **College of Alameda**

### **MISSION**

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

### **VISION**

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

### **VALUES**

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- \* Academic Excellence
- \* Budgetary Competence
- \* Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!



## College of Alameda Institutional Learning Outcomes

2. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
3. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
4. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
5. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
6. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member



## District-College Strategic Goals & Institutional Objectives

**Strategic Focus:** Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
<b>A: Advance Student Access, Equity, and Success</b>	<p><b>A.1 Student Access:</b> Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p><b>A.2 Student Success:</b> Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p><b>A.4 Student Equity Planning:</b> Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>

<p><b>B: Engage and Leverage Partners</b></p>	<p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p><b>B.2. Partnerships:</b> Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p><b>C: Build Programs of Distinction</b></p>	<p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.</p> <p><b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p>
<p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p>	<p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>